ERIC Document Resume	See Instruction Sheet	DATE OF RESUME 10/25/65	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED002429	N.A.	N.A.	

4. AUTHOR(S): Nam, Charles B. and Powers, Mary G.

5. TITLE OF DOCUMENT ABSTRACTED: Educational Status of Rural Youth

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN
ORG. National Committee for Children and Youth
ST. 1145 19th Street, N.W.
CITY, STATE Washington, D.C. 20036
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE National Committee for Children and Youth, 1145 19th Street, N.W. Washington, D. C. 20036

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	9/63	11

MICROFILM COPY AVAILABLE: YES ☒ NO ☐

COPYRIGHT GRANTED: YES ☐ NO ☒

COPYRIGHT RELEASE FILED: YES ☐ NO ☐

TYPE OF REPORT: PROPOSAL ☐ IN-PROGRESS ☐ FINAL ☒ FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: Conference

16. INDEXING TERMS (6-12)

rural youth	enrollment rates	dropout factors	socioeconomic background	whites
educational status	educational retardation	nonwhites	educational status comparison	
rural adults	school enrollment	intelligence	educational attainment	sex
	parent education	urban youth	future educational prospects	
	demographic factors			

17. ABSTRACT (MAX. 250 WORDS)

Factors associated with differences in the educational status of rural and urban youth are explored. Topics discussed include educational attainment, enrollment rates, patterns of school retardation, factors related to school enrollment, and retardation and future educational prospects of rural youth. The relative effects of region, age, sex, color, education of adults, and socioeconomic status are examined. The analysis is largely based on 1960 census data and sample surveys taken by the Bureau of the Census in recent years.

The rural adult population lagged behind the urban population in educational attainment. Much of the difference can be accounted for by the educational selectivity of migration and past differences between rural and urban school systems which result in a more poorly educated older population in rural areas. Enrollment rates of rural youths are approximately equal to those of urban youths at the compulsory ages and levels of attendance. More urban youths are enrolled in noncompulsory kindergarten and college levels. The situation for nonwhites is not as good as for whites, in any area, though both groups showed some improvement between 1950 and 1960. Rural youths tend to be more retarded in school than urban youths; nonwhites tend to be more retarded in school than whites.

The same factors appear to be associated with school retardation as with school dropouts. Family and community education and socioeconomic levels are good indicators of the scholastic attainment of youth.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OR PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

ED002429

EDUCATIONAL STATUS OF RURAL YOUTH

by

Charles B. Nam and Mary G. Powers
U. S. Bureau of the Census
Washington, D. C.

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

National Committee for Children and Youth
1145 Nineteenth Street, N. W.
Washington, D. C. 20036

THE CENTER FOR CULTURAL STUDIES
Adams State College of Colorado
Alamosa

J0660

EDUCATIONAL STATUS OF RURAL YOUTH

by

Charles B. Nam and Mary G. Powers
U. S. Bureau of the Census
Washington, D. C.

Prepared for

The National Conference on Problems of Rural Youth
in a Changing Environment

September 1963

ED002429

EDUCATIONAL STATUS OF RURAL YOUTH

TABLE OF CONTENTS

	Page
Abstract	i
Introduction	1
Educational Level of Rural Adults	1
Enrollment Rates of Rural Youths	4
Patterns of School Retardation	5
Factors Related to School Enrollment and School Retardation	7
Prospects for the Future	8
Summary	9
Footnotes	10

ABSTRACT OF

EDUCATIONAL STATUS OF RURAL YOUTH

Charles B. Nam and Mary G. Powers

Bureau of the Census

This paper explores some of the factors associated with differences in the educational status of rural and urban youth. The topics discussed include educational attainment, enrollment rates, patterns of school retardation, factors related to school enrollment, and retardation and future educational prospects of rural youth. The relative effect of differences by region, age, sex, color, education of adults, and socioeconomic status, on the education status of youth are examined. The analysis is based largely on data from the 1960 Census and large sample surveys taken by the Bureau of the Census in recent years.

In general, the rural adult population lagged behind the urban adult population in educational attainment. Much of the difference can be accounted for by the educational selectivity of migration, and past differences between rural and urban school systems which result in a more poorly educated older population in rural areas.

Enrollment rates of rural youths are about equal to those of urban youths at the compulsory ages and levels of attendance. However, relatively more urban than rural youths were enrolled in the noncompulsory kindergarten and college levels. The situation for nonwhites was not as good as for whites in any area, though both showed some improvement between 1950 and 1960.

Rural youths tended to be more retarded in school than urban youths and nonwhites more than whites in both areas. The same factors appear to be associated with school retardation as with school dropouts. Family and community education and socioeconomic levels seem to be the best indicators of the scholastic attainment of youth.

EDUCATIONAL STATUS OF RURAL YOUTH

Charles B. Nam and Mary G. Powers

U. S. Bureau of the Census*

INTRODUCTION

Contemporary American society has been witness to what might dramatically be called an "educational revolution." Within the lifetimes of most of us in the Nation today, vast improvements in the educational status of the population have taken place. Ours is the only country in the world in which the majority of young adults has completed high school and almost one-fourth has completed one or more years of college. Yet, much research has indicated that educational opportunity and educational achievement are not distributed to the same extent among all groups in the population. 1/ There are marked differences in the educational level of rural and urban residents, of whites and nonwhites, of high and low socioeconomic groups, and among residents of different sections of the country.

This paper explores some of the factors associated with one set of these differentials, that existing between rural and urban youths. The topics discussed include educational attainment, enrollment rates, patterns of school retardation, factors related to school enrollment and school retardation, and future educational prospects. Differences by region, age, sex, color, education of adults, and socioeconomic status are examined, and an attempt is made to determine the relative effect of each on the educational status of youths.

A feature of this paper is that the analysis is based largely on facts obtained from the 1960 Census of Population and from the large sample surveys taken by the Bureau of the Census in recent years. 2/

In general, census data provide only an aggregate, or gross picture of educational conditions. Missing from these data are numerous factors which, at the local area and personal level, represent important influences on the educational status of young people--individual abilities, local school standards, quality of staff and facilities, courses of study, policies with respect to promotion, family backgrounds, and the attitudes and values concerning education which family members and friends of the young persons hold. Census data serve the purpose, however, of providing a broad perspective of the results of these factors, and they enable those concerned with the problems of education to focus on areas of the country and subgroups within the population which need special attention.

EDUCATIONAL LEVEL OF RURAL ADULTS

The extent to which adults in an area are well-educated is an indication not only of the welfare of the area, but of the prospective educational status of the area's youths as well. The educational heritage which adults pass

* The views expressed in this paper are those of the authors and not necessarily those of the Bureau of the Census.

down to the younger population is an important determinant of what the youths themselves will achieve scholastically. 3/ A Census Bureau study in 1960 showed that, despite a certain degree of educational improvement between generations, the educational levels of fathers and sons tended to be more alike than different. 4/ If a boy's father had attended college, his chances of attending college were more than three times as good as that of a boy whose father had not graduated from high school. Although a nonwhite youth was only half as likely to be enrolled in college as a white youth, his chances were virtually as good if the fathers of each had attended college. Thus, the educational levels of adults is a topic worthy of examination in any broad analysis of the educational status of youths.

How well-schooled is the adult population and how do rural adults compare with those in urban areas? The 1960 Census showed that the median (average) years of school completed by the population 25 years old and over in the United States was 11.1 in urban areas, compared to 9.5 and 8.8,respectively, in rural-nonfarm and rural-farm areas. 5/ According to these data, women were more likely than men to have completed elementary school or high school, but men were more likely to have begun college and to have graduated with a degree. The educational patterns of men and women were found to vary in this way in both rural and urban areas.

Differences in educational attainment between whites and nonwhites were considerably greater than those between men and women. While approximately 38 percent of the adult white population in the Nation had not gone beyond the eighth grade in school, about 60 percent of the adult nonwhite population had not done so. Furthermore, differences by race were accentuated in comparisons of rural and urban populations; 34 percent and 54 percent of the urban white and nonwhite populations, respectively, had completed 8 years or less of school, compared to 45 percent and 75 percent in rural nonfarm areas and 52 percent and 84 percent in rural farm areas. Thus, in terms of low educational attainment, or completion of eight grades or less of formal schooling, achievement of rural white persons was on a par with that of urban nonwhites.

At the other end of the education continuum, urban areas in 1960 had proportionately more adults with some college education than rural areas, 19 percent compared to 9 percent. More than twice as many whites as nonwhites in the country had achieved some college education, with differences being greater in rural than in urban areas. To put these variations by color and residence into perspective, one might note that the percentage of the urban nonwhite population with some college education was about equal to that of whites in rural-farm areas.

Regionally, the West exhibited the highest rates of educational attainment in 1960. About 22 percent of the population 25 and over in the West had some college, compared to 15 to 16 percent in other regions. Conversely, the proportion with 8 years of school or less was approximately 29 percent in the West compared to 39 percent in the Northeast and North Central regions and 47 percent in the South. Urban-rural differences in educational achievement observed for the country as a whole were persistent within each region. Differences by color were most pronounced in the South, in urban as well as in rural

areas. Although the adult male Southerner in urban areas averaged 10 and one-half years of schooling while his rural counterpart averaged 8, the nonwhites in each area averaged 3 years below that of the general population.

Significant changes in educational attainment occurred between 1950 and 1960. Proportionately fewer persons 25 years and over had attained only 8 years or less of school in 1960 than in 1950, 40 percent compared to 48 percent. Moreover, 41 percent were high school graduates in 1960, compared to 34 percent in 1950. Though the improvement was fairly general for all groups in the population, urban-rural differences were almost as great in 1960 as in 1950. For nonwhites, the urban-rural differential widened slightly over the decade. In 1960, 25 percent of urban nonwhites compared to 10 percent of rural nonwhites, had completed 4 years of high school or more; comparable figures for 1950 were 18 percent and 5 percent. Corresponding percentages for whites were 46 and 35 in 1960 and 41 and 27 in 1950, which suggests a slight narrowing of urban-rural differences among whites.

The 1950-1960 decade saw no change in the comparatively high status of the West or in the low status of the South with respect to educational attainment, despite the fact that higher average levels were reached in all regions.

Differences in educational attainment reflect variations in the age composition and migration patterns of the population, among other factors. With regard to age, rural school systems decades ago were much less adequate relative to urban school systems than they are today, so that older rural residents who were reared in rural areas have considerably lower educational levels than urban residents of comparable age who were schooled in urban areas. Educational differences among the total adult urban and rural populations can be ascribed partly to this historical development. An examination of the data for those 25 to 29 years old, who fairly recently completed their schooling, however, shows similar but less marked differences in attainment.

This suggests that we give some attention to selective migration. The small increase in average educational attainment between 1950 and 1960 in rural-farm areas, as compared with rural-nonfarm and urban areas, coupled with only minor differences in farm and nonfarm school enrollment rates, points to the severe loss of educated persons in farm areas through out-migration. The well-educated farm youth who goes off to the city for a job is one prototype of the young rural migrant. In fact, out-migration draws from all segments of the population, 6/ but the net effect of out-migration and in-migration between 1950 and 1960 seems to have left the farm population with pretty much the same educational level at both dates while the level of attainment in the country as a whole increased. 7/

Selective migration may also have played some role in changing educational differentials by color between 1950 and 1960. While the white-nonwhite educational differential narrowed somewhat between 1950 and 1960, the nonwhite population in urban areas showed more of a gain relative to the white population than that in rural areas. Part of this greater gain conceivably was due to the outward migration of better-than-average-educated Negroes from rural areas in the South to urban centers in the North and South. 8/

ENROLLMENT RATES OF RURAL YOUTHS

Information about the educational attainment of the adult population tells us about schooling in the recent and distant past and about the effects of migration and population redistribution. What do census data reveal about the current effort in education? Are rural youths advancing through the current school systems as well as are urban youths? How do enrollment rates and dropout rates compare?

Generally, rural youths are doing fairly well, although there is room for improvement. At ages 7 to 13, when school attendance is compulsory in nearly all States, enrollment rates in rural and urban areas of the United States were the same, according to the April 1960 Census, with 97 to 98 percent of the population enrolled in school. Outside the complusory school age range, urban and rural variations in the rates were somewhat greater. A higher proportion of five- and six-year-olds were enrolled in urban than rural areas, mainly because of the wider availability of kindergartens in urban areas. Enrollment rates of rural-nonfarm youths at ages 16 and 17 lagged behind those of urban and farm youths, whose enrollment rates were similar. It is clear, however, that rural youths, particularly farm youths, whose enrollment rates were substantially lower than urban youths in 1950, had about equalled the enrollment rates of urban youths by 1960. Rural nonwhite youths, whose enrollment rates were sharply below urban nonwhite youths in 1950, made great enrollment gains during the decade and the gap in enrollment rates by 1960 had narrowed considerably.

At ages 20 to 24, principally college ages, about twice as large a proportion of urban as rural residents were enrolled in 1960. In the 1960 Census, college students were enumerated where they lived while attending college, so part of this latter difference may be explained by the traditional urban location of colleges and universities. However, Census Bureau current enrollment surveys that locate students at their parenal homes give similar results.

If one looks at dropout rates instead of enrollment rates, the findings are consistent with those just cited. The percentage of youths 14 to 24 years old not enrolled in school who had not completed high school was about the same for urban and farm youths in 1960. 9/ Nonwhites had higher dropout rates than whites, but substantial reductions in these rates for nonwhites were made between 1950 and 1960. Another recent study showed that students in rural areas who were beginning their high school senior year were just as likely as those from urban areas to graduate. The same study shows, however, that rural high school graduates are much less likely to attend college. 10/ On the whole, then, rural youths seem to be continuing in school through high school at the same rate as urban youths, but they are not going on to college in the same proportions.

Within each region, enrollment rates for rural youths at the compulsory school ages compared favorably with those of urban youths. At college ages, the national pattern favoring urban areas also holds up in each region.

Improvement in enrollment rates was more apparent over a twenty-year period than that described for the ten-year period 1950 to 1960. In 1940, the enrollment rates of 16- and 17-year olds in a large proportion of the counties of the United States ranged between 60 and 74 percent. By 1960, corresponding rates were ranging primarily between 75 and 89 percent. In 1960, approximately three-fifths of the 3,000-odd counties in the country had between 75 and 89 percent of their 16- and 17-year olds enrolled in school, compared to one-fifth of the counties in 1940. At the earlier date, more than one-third of the counties had 60 to 74 percent of their youths 16 and 17 years old enrolled in school, while another four-tenths had less than 60 percent enrolled. It was during this period that a high school education became the average level of attainment for young adults. 11/

PATTERNS OF SCHOOL RETARDATION

Examination of enrollment percentages and dropout rates for different areas and subgroups of the population indicates those groups whose school attendance patterns are weakest. A related problem, however, is that many of those who remain in school fail to keep up scholastically with their age peers.

One way of measuring this notion of "keeping up" is to analyze data relating age to grade attended for those enrolled in school to see what proportion of students of a given age are attending the grade normal for that age. Both the age at which he enters school and the regularity of promotion affect a pupil's age-grade placement at any time in his scholastic career.

Although there are variations in the age at which children enter school in the United States, it is generally expected that a child will enter elementary school at age 6 and that he will advance one grade each year. In terms of this standard relationship, 6-year-olds should be enrolled in kindergarten or the first grade, 7-year-olds in first or second grade, and so forth. 12/ Those who fall below the grades expected for their age might be classified as "retarded" in age-grade school progression, and those who exceed it might be regarded as "accelerated."

In the following analysis of "retardation" and "acceleration" in 1950 and 1960, the U. S. standard of performance in 1960 (identical to that in 1950) is used to measure age-grade progress in school for all groups in the population. 13/

In 1960, rural students were more likely than urban students to be retarded scholastically. Among white children, retardation rates were higher in rural-farm areas than in urban areas but lower than in rural-nonfarm areas, whereas among nonwhite children, retardation rates were highest for rural-farm children and lowest for urban children. In each age group of boys and girls, the lowest retardation rate for nonwhites (that of urban children) exceeded the highest rate of retardation for whites (that of rural-nonfarm children). Thus, retardation seems more closely associated with color than with residence and age-grade progress of white students in 1960 was uniformly better than that of nonwhites in each residence category.

For rural nonwhite males 16 and 17 years old, retardation represented the normal school situation. Half of all rural nonwhite boys and a third of all urban nonwhite boys were at least one year behind the grades expected for children 16 and 17. A similar, but less extreme, pattern was characteristic of nonwhite girls 16 and 17 years old, with about one-fifth of urban girls and two-fifths of rural girls retarded in school.

The comparatively low rates of school enrollment among nonwhites 16 and 17 years old probably reflects the fact that children considerably behind their classmates in academic progress experienced a higher dropout rate than did children who maintained normal school progress. Further, it is likely that a significant proportion of children who are scholastically retarded will fail to complete high school.

Comparisons of the age-grade progress of farm boys show differences between the broad regions (North and West, on the one hand, and the South, on the other) and between white and nonwhite boys within each of the broad regions. Retardation rates for white farm boys in the North and West were lower than those for white urban boys in the United States as a whole. The age-grade progress of white farm boys in the North and West more closely resembled that of white urban boys than that of Southern white farm boys. In contrast, retardation rates for Southern white farm boys were about the same as those characteristic of nonwhite urban boys in the country as a whole.

In neither 1950 nor 1960 did rural children and youth fit the expected age-grade pattern characteristic of urban children, but differences narrowed during the decade. Differences in the proportion of rural-farm and rural-nonfarm children enrolled in grades expected for their ages also narrowed between 1950 and 1960. 14/

In both 1960 and 1950, there were sharp differences between whites and nonwhites, with about two and one-half times as many nonwhite as white youths 14 and 15 years old retarded in school in 1960. However, differences between whites and nonwhites were also less in 1960 than in 1950, though at some ages, 16 and 17, for instance, there were still marked differences by color at the later date.

In general, retardation rates increased with age, both in rural and urban areas, since many teenage pupils who were behind the level for their age first fell behind in the early elementary school grades, and some fell further behind in school as they became older. Also pertinent is the fact that, by the time they reach ages 16 and 17, a large proportion of children so retarded leave school. This may contribute to the similarity of retardation rates at ages 14 and 15 and 16 and 17. 15/

Small proportions of children were accelerated scholastically in both 1950 and 1960. Slight, but consistent, differences appeared between whites and nonwhites, with higher proportions of nonwhites in each age group enrolled in grades above those expected for their age. This pattern of acceleration may be attributed, in part, to segregated schools, where higher nonwhite retardation rates and increasing enrollment rates lead to overcrowded classes which

result in advancement of the more able nonwhite children. Thus, nonwhite children were proportionately over-represented in the grades both above and below those expected for their ages and under-represented in grades typical for their age.

The fairly high retardation rates for rural youths shown here mean that many of these youths may enter the labor force at an older age if they finish high school, are more likely to drop out of school before finishing, and will be handicapped in job competition in an urban labor market where high school graduation is frequently a minimum requirement for employment. 16/

FACTORS RELATED TO SCHOOL ENROLLMENT AND SCHOOL RETARDATION

Various factors have been associated with school enrollment and dropout rates. Studies show that high-school dropout rates are higher among nonwhites than whites, among boys than girls, among youths with low than high intelligence, among those whose parents had little education, and among those from low than high socioeconomic backgrounds. 17/

In an effort to see how some of these same factors are associated with rural and urban residence, the authors undertook a study of these relationships in the counties of the United States. The percentage of youths 16 and 17 years old enrolled in school is a good indicator of the tendency for youths in an area to go on to complete high school. The percentage of the population in a county who are rural residents is a good indicator of the "ruralness" of the area. These two measures were correlated with data for each county on the percent of nonwhites, the percent of adults who were high school graduates, and the percent of families with less than $3,000 income.

In general, the results confirm the findings of previous studies about the relationship of enrollment rates and dropout rates to characteristics of the population, but a few highlights deserve to be mentioned. (1) "Ruralness," per se, did not have any significant relationship to the enrollment rate. For counties with the same socioeconomic level, whether there was a high or low percentage of the population in rural areas had little relation to whether the enrollment rate was high or low. (2) Economic statues(as measured by the income level of families) and racial composition (as measured by the percent of nonwhites in the population) each had a moderate relationship to the enrollment rate. That is, counties with low family income and those with a high percentage of nonwhites tended to have low enrollment rates of youths 16 and 17 years old. (3) The most important correlate of a high enrollment rate was a high educational level of adults. In other words, if a county had a high percentage of high school graduates among its adults, it stood a good chance of having a high percentage of its youths 16 and 17 years old in school. Furthermore, having a high adult educational level was a much better guarantee that a county would have a high enrollment rate than if its family income level was high, or its percentage of rural residents or of nonwhites was low.

Although it is possible for a researcher to separate out the effects of each item alone and to assess the relative importance of each, it is obvious that, in reality, the several factors work together. Rural counties,

particularly in the South, tend to have sizable proportions of their populations who are nonwhite; nonwhites tend to have low socioeconomic status; families with well-educated adults tend to have relatively high incomes; and so forth. But, having a well-educated population appears to be the key that most often opens the doors to economic sufficiency and social welfare.

Some demographic correlates of school retardation among those who are enrolled were indicated in the previous analysis. Census data already available provide some further information. Retardation among 12-year-olds in 1960, for example was higher for boys than girls, for nonwhites than whites, and for children in public than in private schools.

School retardation also is highly correlated with the educational and socioeconomic levels of the family. A 1959 Census Bureau survey showed that, for young persons 14 to 24 years old living with both parents, those whose parents had little schooling were more likely to have attained less education than expected for their age. Similarly, higher proportions of those whose fathers were in blue-collar or farm occupations were retarded scholastically than those whose fathers were white-collar workers. For example, 52 percent of the youths whose fathers were farm laborers or foremen and 21 percent whose fathers were service workers had not attained the modal grade for their age, compared to 7 percent whose fathers were sales workers. Probably, if youths from broken homes, those where one or both parents were absent, had been included in the analysis, the differences would have been considerably greater. 18/

PROSPECTS FOR THE FUTURE

Public and private school systems, both rural and urban, will expand in the years to come to accommodate the growing number of pupils. Estimates indicate that elementary school and kindergarten enrollments in the United States may increase from the recorded 33 million in 1962 to about 42 to 49 million by 1980, high school enrollments (grades 9 to 12) may increase from 11.5 million to somewhere between 13 and 17 million during the same time span, and the number of college students is expected to increase from the 1962 figure of 4.2 million to a figure approaching 9 million by 1980, more than double its present number. 19/ Both rural and urban youths are expected to take part in the enrollment "boom."

Enrollment rates will probably continue to increase, particularly at the later high school and early college ages. The standard of high school graduation now attained by the average young adult, will be achieved by many subgroups in the population with average educational levels now below that mark. Numerous factors, such as additional scholarship and loan programs, the extension of the community college system, and increased educational requirements for the more desirable jobs, will lead Americans to take greater advantage of the increased opportunities for a college education.

SUMMARY

The findings of this paper can be summarized briefly. First, the rural adult population (particularly the farm segment) lags significantly behind the urban adult population in educational attainment. Available evidence indicates that much of the difference can be accounted for by more poorly educated aged persons and by unfavorable educational selectivity in migration for rural areas. Second, rural children and youths (both nonfarm and farm) are now attaining the enrollment rates of urban youths through high school. They are not enrolling in college in anywhere near the same proportions, however. The situation for nonwhite youths alone is not as favorable as for whites but is improving. Third, rural youths are more retarded in school than urban youths, but the situation is improving greatly. Scholastic retardation continues to characterize nonwhite enrollees to a marked degree. Fourth, the same factors are associated with dropout rates and retardation in school. Family and community education and socioeconomic backgrounds seem to be the most persistent indicators of scholastic attainment.

The "educational revolution" in America is continuing, even though the greatest changes may already have taken place. Opportunities are available for rural youths to extend their education, and it is likely that they will take advantage of them. The extent to which rural areas will benefit from these educational advances depends generally on the economic and social developments which take place in rural areas to provide adequate opportunities for use of the talents of a more highly-educated population.

FOOTNOTES

1 Typical of such research are Eleanor H. Bernert, America's Children, New York: John Wiley and Sons, Inc. 1958, pp. 64-84; and Martin David, Harvey Brazer, James Morgan, and Wilbur Cohen, Educational Achievements--Its Causes and Effects, Monograph No. 23, Survey Research Center, Ann Arbor, Michigan, 1961.

2 Since Census Bureau data used in this study are taken from more than one source, the correspondence between figures is not always complete.

3 See Lee G. Burchinal, Career Choices of Rural Youth in a Changing Society, North Central Regional Publication No. 142, Minn. Agric. Experiment Station, 1962, for an interpretive summary of findings from several recent publications describing the relationship of family and community attitudes and educational level to the education of rural youth.

4 U.S. Bureau of the Census, "School Enrollment, and Education of Young Adults and Their Fathers: October 1960," Current Population Reports, Series P-20, No. 110, July 1961.

5 Statistical tables are presented at the end of this paper for those who would care to have the data in tabular form or to see the data in more detail.

6 C. Horace Hamilton, "Educational Selectivity of Rural-Urban Migration: Preliminary Results of a North Carolina Study," Selected Studies of Migration Since World War II, Milbank Memorial Fund, pp. 110-122, suggests that out-migrants from the rural-farm population between 1940 and 1950 tended to come from the extremes of the educational distribution.

7 The definition of "farm" was more restrictive in the 1960 Census than it had been in the 1950 Census. This definitional change may be partly responsible for the apparent modest increase in educational attainment in rural-farm areas. The effect of the definitional change is described in U. S. Bureau of the Census, Series Census-AMS (P-27), No. 28, "Effect of Definition Changes on Size and Composition of the Rural-Farm Population: April 1960 and 1959," April 1961.

8 It has been estimated that, during the 1950-1960 decade, a net loss due to migration of over 7 million occurred in the farm population alive in 1950. Persons under age 30, who tend to be better educated than older persons, were disproportionately represented among these migrants. See Gladys K. Bowles, "Net Migration from the Farm Population, 1950-1960," unpublished paper presented at the 1961 annual meeting of the Population Association of America. Detailed analytical reports of the 1960 Census, now in preparation, may throw some further light on educational selectivity in migration.

9 For a detailed analysis of residence differences in dropout rates, based on 1960 Census data on the educational attainment of young persons, see James D. Cowhig, "School Dropout Rates Among Farm and Nonfarm Youth: 1950-1960," to be issued soon as an Agricultural Economic Report of the Economic Research Service, U. S. Department of Agriculture.

10 James D. Cowhig and Charles B. Nam, "Educational Status, College Plans and Occupational Status of Farm and Nonfarm Youths: October 1959," Series Census-ERS (P-27), No. 30, August 1961, indicated that fewer farm than nonfarm high school seniors reported definite plans to attend college and more cited economic reasons for not attending; also more farm than nonfarm males 16 to 24 years not enrolled in school reported no desire to attend college. See also Charles B. Nam and James D. Cowhig "Factors Related to College Attendance of Farm and Nonfarm High School Graduates: 1960," Series Census-ERS P-27, No. 32, table 2.

11 These and other data on education are being summarized and integrated in a Census monograph now in preparation by John K. Folger and Charles B. Nam, Education of the American Population, sponsored by the Social Science Research Council.

12 A two-grade span is normal for single ages 8 to 17 years old.

13 A detailed analysis of school "retardation" and "acceleration" will be found in a forthcoming report based on census data by James D. Cowhig, "Age-Grade School Progress of Farm and Nonfarm Youth: 1960," to be issued as an Agricultural Economic Report of the Economic Research Service, U. S. Department of Agriculture.

14 The effect of changes in the definition of farm residence between 1950 and 1960 on changes in enrollment rates is not known.

15 Solomon Lichter, Elsie B. Rapien, Frances M. Seibert, and Morris A. Sklansky, M.D., The Drop-Outs, New York: The Free Press of Glencoe, 1962, quote several studies as showing that the dropout is generally a child who has failed in his general school adjustment and is only rarely a successful student.

16 Margaret L. Plunkett, and Naomi Riches, School and Early Employment Experience of Youth, Bulletin No. 1277, Bureau of Labor Statistics, U. S. Department of Labor, 1960, p. 16 shows that four-fifths of all dropouts were retarded in school at least one year. See also Jacob Schiffman, "Employment of High School Graduates and Dropouts in 1962," Monthly Labor Review, July 1963.

17 U.S. Bureau of the Census, Current Population Reports, Series P-27, No. 32, op.cit.,tables 1, 2, and 3, and Series P-20, No. 112, op.cit.,tables A and 10.

18 U.S. Bureau of the Census, Current Population Reports, Series P-20, No. 112, "Family Characteristics of Persons: March 1959," table 3.

19 For more detailed projections of school and college enrollment, see U. S. Census Bureau, Series P-25, No. 232, "Illustrative Projections to 1980 of School and College Enrollment in the United States," Washington, D.C., June 1961.

Table 1. EDUCATIONAL ATTAINMENT OF PERSONS 25 YEARS OLD AND OVER, BY COLOR, FOR THE UNITED STATES AND THE REGIONS, BY RESIDENCE: 1960

(Percent)

Area and Years of School Completed	Urban		Rural nonfarm		Rural farm	
	White	Nonwhite	White	Nonwhite	White	Nonwhite
UNITED STATES						
0-8 years school ...	33.8	53.9	44.5	75.5	52.4	83.6
4 years high school or more ...	46.4	25.3	36.5	11.6	31.6	7.1
1 or more years of college	19.6	9.3	12.8	4.1	9.5	2.4
Northeast						
0-8 years school ...	37.5	48.3	39.0	56.5	46.6	71.5
4 years high school or more ...	42.3	27.8	41.1	23.1	35.6	13.7
1 or more years of college	16.8	8.4	14.8	7.5	11.9	4.5
North Central						
0-8 years school ...	35.0	49.4	43.8	60.0	50.3	71.1
4 years high school or more ...	45.5	26.4	38.1	19.4	35.6	15.5
1 or more years of college	18.2	9.3	12.1	6.1	9.3	4.4
South						
0-8 years school ...	33.1	63.1	51.7	79.2	59.4	85.4
4 years high school or more ...	47.6	19.1	29.8	9.4	23.3	5.7
1 or more years of college	21.7	7.8	10.8	3.6	7.8	2.1
West						
0-8 years school ...	26.4	39.2	34.5	61.1	39.3	62.9
4 years high school or more ...	54.0	40.6	44.6	22.0	42.0	25.0
1 or more years of college	24.5	15.6	17.5	6.2	15.2	5.6

Table 2. PERCENT OF PERSONS 35 YEARS OLD AND OVER WHO COMPLETED 0-8 YEARS OF SCHOOL AND 4 YEARS OF HIGH SCHOOL OR MORE, BY COLOR AND SEX, FOR THE UNITED STATES, BY RESIDENCE, 1960 and 1950

	Percent completing 0-8 years of school		Percent completing 4 years of high school or more	
	1960	1950	1960	1950
UNITED STATES				
Total, 25 years and over....	39.8	48.3	41.1	34.2
Male.....	41.8	50.5	39.5	32.5
Female.....	37.8	46.2	42.6	36.1
White.....	37.6	45.8	43.2	36.4
Male.....	39.6	48.1	41.6	34.6
Female.....	35.7	43.6	44.7	38.1
Nonwhite.....	59.6	72.5	21.7	13.9
Male.....	63.0	75.3	20.0	12.5
Female.....	56.7	70.5	23.2	14.8
Urban United States				
Total, 25 years and over....	36.0	43.0	44.3	38.8
Male.....	37.0	44.2	43.4	38.0
Female.....	35.0	42.0	44.9	39.6
White.....	33.8	40.6	46.4	41.1
Male.....	34.8	41.7	45.7	40.3
Female.....	33.1	39.7	47.0	41.9
Nonwhite.....	53.9	65.7	25.3	17.8
Male.....	57.1	68.3	23.7	16.6
Female.....	51.2	63.7	26.6	18.7
Rural United States				
Total, 25 years and over....	49.0	59.1	33.2	25.0
Male.....	53.0	63.0	30.1	22.1
Female.....	45.2	55.1	36.4	28.0
White.....	46.5	56.2	35.3	26.9
Male.....	50.5	60.3	32.0	23.7
Female.....	42.3	52.0	38.6	30.3
Nonwhite.....	77.6	87.2	10.4	5.4
Male.....	80.6	89.0	9.2	4.6
Female.....	74.8	85.4	11.8	6.1

Table 3. PERCENT OF PERSONS 25 YEARS OLD AND OVER COMPLETING 0-8 YEARS OF SCHOOL AND 4 YEARS HIGH SCHOOL OR MORE, FOR THE UNITED STATES AND THE REGIONS, BY RESIDENCE, 1960 AND 1950

Area and residence	Percent completing 0-8 years of school		Percent completing 4 years of high school or more	
	1960	1950	1960	1950
UNITED STATES				
Total	39.8	48.3	41.1	34.2
Urban	36.0	43.0	44.3	38.8
Rural	49.0	59.1	33.2	25.0
Northeast				
Total	38.7	46.5	41.0	35.7
Urban	38.3	45.7	41.2	36.3
Rural	40.1	49.9	40.3	32.6
North Central				
Total	39.3	47.6	41.8	35.4
Urban	36.2	43.1	43.7	38.8
Rural	46.2	56.3	37.0	28.8
South				
Total	46.6	56.3	35.3	26.6
Urban	38.8	45.5	42.3	36.2
Rural	58.5	68.2	24.6	16.3
West				
Total	29.4	36.1	50.9	45.7
Urban	27.4	32.5	52.9	49.3
Rural	37.1	45.7	42.7	35.8

Table 4. SCHOOL ENROLLMENT, BY AGE AND COLOR, IN THE UNITED STATES, BY URBAN AND RURAL RESIDENCE, 1960

Age	Total	Urban	Rural nonfarm	Rural farm
Total Population				
Total, 5 to 34 years.....	53.1	52.9	51.7	59.9
5 years.....	44.9	52.5	30.5	23.7
6 years.....	83.3	87.1	76.1	72.4
7 to 13 years.....	97.5	97.8	97.1	97.2
14 and 15 years.....	94.1	94.9	92.6	93.0
16 years.....	86.3	87.5	83.7	85.5
17 years.....	75.6	76.7	71.9	77.7
18 and 19 years.....	42.1	45.2	33.9	38.9
20 and 21 years.....	21.1	24.9	11.8	10.1
22 to 24 years.....	10.2	12.0	5.8	4.8
25 to 29 years.....	6.1	7.0	3.9	3.3
30 to 34 years.....	3.2	3.4	2.5	2.3
Nonwhite Population				
Total, 5 to 34 years.....	52.7	51.4	53.8	60.9
5 years.....	43.1	52.7	21.7	17.6
6 years.....	78.7	83.7	67.9	66.1
7 to 13 years.....	96.0	96.5	94.9	94.7
14 and 15 years.....	90.3	91.7	87.8	88.0
16 years.....	80.2	82.0	76.9	77.0
17 years.....	67.1	68.1	64.5	66.4
18 and 19 years.....	38.3	37.8	37.7	42.7
20 and 21 years.....	15.8	16.6	13.6	14.4
22 to 24 years.....	8.0	8.5	6.7	5.9
25 to 29 years.....	5.6	6.0	4.4	3.7
30 to 34 years.....	3.6	3.8	3.0	2.8

Table 5. PERCENT OF 5 AND 6 YEAR OLDS AND 16 AND 17 YEAR OLDS ENROLLED IN SCHOOL, BY COLOR, IN THE UNITED STATES AND THE REGIONS, BY URBAN AND RURAL RESIDENCE, 1960

Age	Urban		Rural nonfarm		Rural farm	
	Total	Nonwhite	Total	Nonwhite	Total	Nonwhite
UNITED STATES						
5 years.....	52.5	52.7	30.5	21.7	23.7	17.6
6 years.....	87.1	83.7	76.1	67.9	72.4	66.1
16 years.....	87.5	80.2	83.7	76.9	85.5	77.0
17 years.....	76.7	67.1	71.9	64.5	77.7	66.4
Northeast						
5 years.....	62.1	64.9	45.7	50.4	41.5	71.5
6 years.....	92.5	90.9	87.8	88.2	86.3	92.8
16 years.....	87.7	81.0	87.4	75.0	86.0	71.7
17 years.....	76.2	62.7	75.9	55.7	75.6	80.5
North Central						
5 years.....	61.6	72.9	37.7	35.1	30.2	23.4
6 years.....	92.8	92.9	81.1	76.9	78.6	68.3
16 years.....	88.7	83.2	87.5	70.8	90.9	77.6
17 years.....	78.6	68.9	77.9	61.8	83.6	74.0
South						
5 years.....	28.2	32.4	16.3	17.9	14.0	16.5
6 years.....	73.1	73.7	66.5	65.9	64.5	65.5
16 years.....	83.9	80.2	78.8	76.7	80.4	77.0
17 years.....	73.1	67.6	65.9	64.3	71.7	65.7
West						
5 years.....	60.3	71.2	40.3	40.3	27.9	34.3
6 years.....	91.2	93.2	80.6	76.3	72.6	74.1
16 years.....	90.5	89.2	88.5	82.3	89.5	78.1
17 years.....	79.9	78.3	76.1	71.5	85.9	79.5